

# Introduction

## About this document

This document (highlighted in the figure below) is part of a suite of documents which sets out our regulatory requirements for awarding organisations offering Technical Qualifications.



We have developed these requirements with the intention that technical qualifications should fulfil the following purposes:

- To provide reliable evidence of learners' attainment in relation to:
  - the core knowledge and skills for the relevant T Level route and pathway;
  - the knowledge, skills and behaviours required for at least one occupational specialism relevant to the qualification;
- To indicate where learners would be able to take up a relevant occupational role by ensuring the minimum pass grade standard for occupational specialisms attests to this, meets employer expectations, and is as close to full occupational competence as possible for the course of study;
- To enable users to accurately identify and differentiate learners' levels of attainment; and
- Along with other performance indicators that form part of a T Level, to provide (where required) a basis for accountability measures at age 18.

## Requirements set out in this document

This document sets out the Qualification Level Conditions and Requirements for technical qualifications. These conditions and requirements come into effect at 00.01am on [date].

Some of our Conditions have additional requirements in relation to: assessments, standard setting and assessment strategies. Awarding organisations must comply with these requirements under Conditions TQ3.1(b), TQ6.1, TQ8.1 and TQ8.2(b).

With respect to all Technical Qualifications, awarding organisations must also comply with:

- our *General Conditions of Recognition*,<sup>1</sup> which apply to all awarding organisations and qualifications, and
- any relevant Regulatory Documents.<sup>2</sup>

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<sup>1</sup> [www.gov.uk/government/publications/general-conditions-of-recognition](http://www.gov.uk/government/publications/general-conditions-of-recognition)

<sup>2</sup> [www.gov.uk/guidance/regulatory-document-list](http://www.gov.uk/guidance/regulatory-document-list)

**Condition TQ1 Disapplication of certain General Conditions of Recognition applying to Technical Qualifications**

TQ1.1 In respect of each Technical Qualification which an awarding organisation makes available, or proposes to make available, the following General Conditions of Recognition do not apply –

- (a) Condition E1,
- (b) Condition E7,
- (c) Condition I1, and
- (d) in respect of Learners assessed in England –
  - (i) Condition I3, and
  - (ii) Condition I4.

Not yet in force

**Condition TQ2      Assessment objectives**

- TQ2.1      In respect of each Technical Qualification which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

Not yet in force

### **Condition TQ3      Assessment strategies**

- TQ3.1      In respect of each Technical Qualification which it makes available, or proposes to make available, an awarding organisation must –
- (a) establish and maintain an assessment strategy for that qualification,
  - (b) ensure that the assessment strategy complies with any requirements which may be published by Ofqual and revised from time to time, and
  - (c) have regard to any guidance in relation to assessment strategies which may be published by Ofqual and revised from time to time.
- TQ3.2      In particular, an awarding organisation must ensure that the assessment strategy for a Technical Qualification sets out how the awarding organisation intends to secure, on an ongoing basis, compliance with its Conditions of Recognition in respect of the assessments for that qualification.
- TQ3.3      An awarding organisation must ensure that all assessments for a Technical Qualification which it makes available, or proposes to make available, are designed, set, delivered and marked in compliance with its assessment strategy for that qualification.
- TQ3.4      An awarding organisation must –
- (a) keep under review its assessment strategy for a Technical Qualification, and revise it where necessary, so as to satisfy itself that the assessment strategy meets at all times the requirements of Conditions TQ3.1 and TQ3.2,
  - (b) review that assessment strategy promptly upon receiving a request from Ofqual to do so, and subsequently ensure that its assessment strategy complies with any requirements that Ofqual has communicated to it in writing, and
  - (c) promptly notify Ofqual of any revisions made by it to that assessment strategy.
- TQ3.5      An awarding organisation must –
- (a) upon receiving a request from Ofqual to do so, demonstrate to Ofqual's satisfaction that it has complied with its assessment strategy for a Technical Qualification in respect of any particular

assessment for that qualification, or provide an explanation to Ofqual as to why it has not so complied, and

- (b) give effect to any recommendation that Ofqual may make in respect of its compliance with its assessment strategy.

Not yet in force

**Condition TQ4      Qualification titling**

- TQ4.1      In respect of each Technical Qualification which it makes available, or proposes to make available, without prejudice to the requirements of Condition E2, an awarding organisation must ensure that the title of that qualification on the Register complies with any requirements which may be published by the Institute for Apprenticeships and revised from time to time.
- TQ4.2      For the purposes of complying with Condition E2.1(d), an awarding organisation must ensure that the concise indication of the content of the qualification given in the qualification title corresponds with the title of the relevant Outline Content.

Not yet in force

## **Condition TQ5      Total Qualification Time**

- TQ5.1      An awarding organisation must assign to each Technical Qualification which it makes available or proposes to make available a number of hours for –
- (a)      Total Qualification Time, and
  - (b)      Guided Learning.
- TQ5.2      Where the Institute for Apprenticeships specifies a number of hours in respect of any element of Total Qualification Time (including Guided Learning) in respect of a Technical Qualification, an awarding organisation must assign the same number of hours to that element of Total Qualification Time in respect of the qualification.
- TQ5.3      In respect of those elements of Total Qualification Time (including Guided Learning) for which the Institute for Apprenticeships has not set a number of hours, an awarding organisation must assign a number of hours by applying the TQT Criteria.
- TQ5.4      An awarding organisation must –
- (a)      keep under review the number of hours it has assigned to each Technical Qualification for each of Total Qualification Time and Guided Learning,
  - (b)      in particular, review the numbers of hours assigned following any revision –
    - (i)      by the Institute for Apprenticeships to the number of hours it has set for any element of Total Qualification Time (including Guided Learning), and
    - (ii)     by Ofqual to the TQT Criteria, and
  - (c)      revise the number of hours that the awarding organisation has assigned, if appropriate.
- TQ5.5      Following any review by Ofqual of the number of hours assigned to a qualification in respect of Total Qualification Time or Guided Learning, an awarding organisation must revise that number in any manner required by Ofqual.

## **Interpretation**



TQ5.6 For the purposes of this Condition, references to a ‘qualification’ are references to the qualification as a whole and not to individual units.

Not yet in force

**Condition TQ6      Assessment**

- TQ6.1      An awarding organisation must ensure that in respect of each assessment for a Technical Qualification which it makes available, or proposes to make available, it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Not yet in force

**Condition TQ7      Recognition of prior learning**

- TQ7.1      In respect of each Technical Qualification that it makes available, or proposes to make available, an awarding organisation must establish, maintain, and comply with a policy for the recognition of prior learning where appropriate.
- TQ7.2      For the purposes of this condition, 'recognition of prior learning' has the same meaning as in Condition E10.1.

Not yet in force

**Condition TQ8      Standard setting**

- TQ8.1      An awarding organisation must ensure that the specification for each Technical Qualification which it makes available, or proposes to make available, sets out specified levels of attainment which comply with any requirements which may be published by Ofqual and revised from time to time.
- TQ8.2      In respect of each Technical Qualification which it makes available, an awarding organisation must comply with any requirements, and have regard to any guidance, which may be published by Ofqual and revised from time to time in relation to –
- (a) the promotion of consistency between the measurement of Learners' levels of attainment in that qualification and similar qualifications made available by other awarding organisations, and
  - (b) the setting of specified levels of attainment.
- TQ8.3      In setting the specified levels of attainment for a Technical Qualification which it makes available, an awarding organisation must have regard to an appropriate range of qualitative and quantitative evidence.
- TQ8.4      In respect of each Technical Qualification which it makes available, the range of evidence to which an awarding organisation has regard for the purposes of Condition TQ8.3 will only be appropriate if it includes evidence of –
- (a) the Level of Demand of the assessments for that qualification,
  - (b) the level of attainment demonstrated in those assessments by an appropriately representative sample of Learners taking that qualification,
  - (c) employers' expectations of the knowledge, skills and understanding necessary for Learners to reach the specified levels of attainment,
  - (d) the level of attainment demonstrated by Learners taking that qualification in a –
    - (i) prior assessment (which was not for that qualification), whether or not that assessment was for a regulated qualification, or
    - (ii) prior qualification, whether or not that qualification was a regulated qualification,

- (e) following the first year in which the qualification is awarded, the level of attainment demonstrated by Learners who have previously been awarded the qualification, and
- (f) where a different awarding organisation has previously made the qualification available, the specified levels of attainment set by that awarding organisation for the qualification.

TQ8.5 An awarding organisation must maintain a record of –

- (a) the evidence to which it has had regard in setting the specified levels of attainment for each Technical Qualification which it makes available, and
- (b) its rationale for the selection of and weight given to that evidence.

## **Condition TQ9      Marking arrangements**

- TQ9.1      In respect of each Technical Qualification which it makes available, an awarding organisation must ensure that the arrangements which are in place in accordance with General Condition H1.1 provide that, in respect of an assessment other than an assessment marked by a Centre –
- (a) all marking will be carried out by Assessors who have appropriate competence and who have no personal interest in the outcome of the marking,
  - (b) prior to carrying out any marking, each Assessor shall be provided with training,
  - (c) the awarding organisation shall monitor whether or not the criteria against which the Learners' performance is differentiated are being understood and applied accurately and consistently by Assessors,
  - (d) where the awarding organisation learns, through its monitoring or otherwise, that an Assessor is failing to accurately or consistently apply those criteria, it shall take all reasonable steps to –
    - (i) correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure, and
    - (ii) ensure that the failure does not recur,
- TQ9.2      Where an assessment is marked by a Centre, an awarding organisation must ensure that those arrangements provide for training to be made available to that Centre prior to that marking.
- TQ9.3      In respect of each Technical Qualification which it makes available, an awarding organisation must ensure that the monitoring which is carried out in accordance with General Condition C1.1(b) includes monitoring of whether or not Assessors are marking in a manner which is compliant with the awarding organisation's Conditions of Recognition.

## **Condition TQ10 Moderation arrangements**

TQ10.1 In respect of each Technical Qualification involving Moderation which it makes available, an awarding organisation must ensure that the arrangements which are in place in accordance with General Condition H2.1 provide that –

- (a) all Moderation will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the Moderation,
- (b) a person who was previously involved in a Centre's marking of an assessment must not be involved in Moderation in respect of that marking,
- (c) prior to carrying out any Moderation, each person tasked with carrying out such Moderation shall be provided with training,
- (d) prior to carrying out any Moderation, a person tasked with carrying out such Moderation shall be provided with a copy of –
  - (i) any evidence generated by Learners which is to be considered for the purpose of Moderation or, where such evidence is not held or cannot readily be copied, a representation of the evidence in another form,
  - (ii) the record of the awarding of marks made by Assessors when that evidence was marked,
  - (iii) any comments which Assessors recorded during the marking of that evidence, and
  - (iv) the criteria against which Learners' performance is differentiated,
- (e) the awarding organisation shall monitor whether or not the persons who are carrying out Moderation are –
  - (i) doing so in a manner which is compliant with General Condition H2, and
  - (ii) making determinations which are consistent over time and consistent with determinations made by each other,

- (f) where the awarding organisation learns, through its monitoring or otherwise, that Moderation has not been carried out in a manner which is compliant with General Condition H2, or has being carried out inconsistently, it shall take all reasonable steps to –
  - (i) correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure, and
  - (ii) ensure that the failure does not recur,

TQ10.2 In respect of each Technical Qualification involving Moderation which it makes available, an awarding organisation must ensure that the monitoring which is carried out in accordance with General Condition C1.1(b) includes monitoring of whether or not persons carrying out Moderation are doing so in a manner which is compliant with the awarding organisation's Conditions of Recognition.



### **Condition TQ11    Review of marking of Centre-marked assessments**

- TQ11.1        In respect of each Technical Qualification which it makes available or proposes to make available, where an assessment is marked by a Centre, an awarding organisation must –
- (a)    ensure that the agreement which is required to be in place between it and the Centre in accordance with General Condition C2.2 includes the provisions required by this condition, and
  - (b)    take all reasonable steps to ensure that the Centre complies with those provisions.
- TQ11.2        For the purposes of this condition, the agreement must include provisions which require the Centre to –
- (a)    establish, maintain and comply with arrangements for any Learner to request a review of the Centre’s marking of an assessment in respect of that Learner and for such a review to be carried out,
  - (b)    issue to each Learner the results for each assessment taken by that Learner which has been marked by the Centre, so as to allow a reasonable time period for the Learner to consider whether to request a review of the Centre’s marking of that assessment,
  - (c)    inform Learners that they may request copies of materials to assist them in considering whether to request a review of the Centre’s marking of the assessment,
  - (d)    on such a request from a Learner, promptly make available to the Learner copies of any materials which the Learner may reasonably require to consider whether to request a review of the Centre’s marking of the assessment,
  - (e)    ensure that the arrangements in place for the review of the Centre’s marking provide that all such reviews will be carried out by Assessors who have appropriate competence and who have no personal interest in the outcome of the review being carried out,
  - (f)    ensure that an Assessor who was previously involved in the Centre’s marking of an assessment in respect of a Learner is not involved in a review of marking in respect of that assessment,
  - (g)    ensure that the arrangements in place for the review of the Centre’s marking of an assessment require the Assessor carrying

out the review to consider the Centre's marking of that assessment together with its marking of the same assessment as taken by other Learners in the same assessment series and to notify the Centre where either –

- (i) the marking of the assessment under review is inconsistent with the Centre's marking of those other assessments, or
  - (ii) its marking is inconsistent across all of the assessments considered,
- (h) where it has been notified of an inconsistency under Condition TQ11.2(g) –
- (i) correct the effect of that inconsistency where it agrees that it exists, or
  - (ii) where it does not agree that the inconsistency exists, at the same time that it provides marks for the assessment to the awarding organisation for Moderation, notify the awarding organisation of the Assessor's finding and the reasons why the Centre does not agree with it,
- (i) ensure that the arrangements in place for the review of the Centre's marking of an assessment require the Learner to be notified promptly of the outcome of the review, of the reasons for the outcome which has been determined and of any change in mark,
- (j) ensure that the arrangements in place for the Learner to request a review of the Centre's marking of an assessment require any such review to be completed so as to meet the awarding organisation's requirements in relation to the time by which marks for the assessment and materials in respect of the assessment must be provided to it to enable it to undertake Moderation, and
- (k) notify Learners and the awarding organisation of how they may obtain a statement of the arrangements in place for the Learner to request a review of the Centre's marking and provide such a statement promptly when requested.

TQ11.3 In respect of each Technical Qualification which it makes available or proposes to make available where an assessment is marked by a Centre, an awarding organisation must notify Centres (sufficiently far in advance

to satisfy their reasonable planning requirements) of its requirements in relation to the time by which marks for the assessment and materials in respect of the assessment must be provided to it to enable it to undertake Moderation.

Not yet in force

**Condition TQ12 Notification of Moderation outcome**

- TQ12.1 In respect of each Technical Qualification which it makes available where an assessment is marked by a Centre, an awarding organisation must notify the Centre of the outcome of Moderation so as to allow a reasonable time period for the Centre to consider whether to request a review of Moderation, taking into account any date by which the awarding organisation requires such a request to be received.
- TQ12.2 The notification which an awarding organisation provides for the purposes of Condition TQ12.1 must specify the reasons for the outcome of Moderation.

Not yet in force

### **Condition TQ13    Review of Moderation**

- TQ13.1      In respect of each Technical Qualification which it makes available an awarding organisation must establish, maintain and comply with arrangements to carry out, on request from a Centre, a review of any Moderation by the awarding organisation of that Centre's marking of an assessment.
- TQ13.2      The arrangements may –
- (a)    provide that the awarding organisation shall only carry out a review of Moderation on payment of a fee,
  - (b)    specify other reasonable requirements for the making of a request for a review of Moderation, and
  - (c)    specify a date by which a review of Moderation must be requested.
- TQ13.3      Where the arrangements specify a date by which a review of Moderation must be requested, the date must –
- (a)    be reasonable, taking into account –
    - (i)    the date by which a Centre may be notified of the outcome of Moderation in accordance with the awarding organisation's arrangements, and
    - (ii)   the purpose of the Technical Qualification, and
  - (b)    comply with any requirements which may be published by Ofqual and revised from time to time.
- TQ13.4      The arrangements must provide that, on carrying out a review of Moderation –
- (a)    where the awarding organisation determines that the Moderation did not include any Moderation Error, it shall not change the outcome of Moderation,
  - (b)    where the awarding organisation determines that the Moderation included a Moderation Error, it shall change the outcome of the Moderation only to the extent necessary to correct the effect of that error, and

- (c) the awarding organisation shall document the reasons for any determination and for any change to the outcome of Moderation.

TQ13.5 The arrangements must provide that –

- (a) all reviews of Moderation will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the review being carried out,
- (b) a person who was previously involved in the Centre's marking of an assessment, or in Moderation in respect of that marking, must not be involved in a review of Moderation in respect of that marking,
- (c) prior to carrying out any review of Moderation, each person tasked with carrying out such a review shall be provided with training on how to do so in accordance with this condition,
- (d) prior to carrying out a review of Moderation, a person tasked with carrying out such a review shall be provided with –
  - (i) a copy of any evidence generated by Learners (or any representation of such evidence) which was considered for the purpose of the Moderation,
  - (ii) a copy of the record of the awarding of marks made by Assessors when that evidence was marked,
  - (iii) a copy of any comments which Assessors recorded during the marking of that evidence,
  - (iv) a copy of the criteria against which Learners' performance is differentiated, and
  - (v) the outcome of Moderation, including any changes made to the Centre's marking, and the reasons for that outcome,
- (e) the awarding organisation shall monitor whether or not the persons carrying out reviews of Moderation –
  - (i) are doing so in accordance with this condition, and
  - (ii) are making determinations which are consistent over time and consistent with determinations made by each other,

- (f) where the awarding organisation learns, through its monitoring or otherwise, that a review of Moderation has not been carried out in accordance with this condition, or has been carried out inconsistently, it shall take all reasonable steps to –
  - (i) correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure, and
  - (ii) ensure that the failure does not recur,
- (g) the awarding organisation reports to the Centre both the outcome of the review of Moderation and, either together with that outcome or later, the reasons documented when the review of Moderation was carried out, and
- (h) where, on carrying out a review of Moderation, the awarding organisation discovers what it considers to be a Marking Error in the marking of an assessment, the awarding organisation includes details of the Marking Error in its report to the Centre on the outcome of the review of Moderation.

TQ13.6 The arrangements must, following the awarding organisation's notification of the outcome of the review of Moderation, provide for –

- (a) marks and (where appropriate) results to be updated promptly to take into account any change in the outcome of Moderation,
- (b) marks and (where appropriate) results to be updated promptly to correct the effect of any Marking Error notified to the Centre in accordance with this condition, and
- (c) reasonable steps to be taken to identify any other assessment, in relation to which there has been a similar error and to update marks and (where appropriate) results promptly to correct the effect of any error which is identified.

### **Application**

TQ13.7 Until such date as is specified in, or determined under, any notice in writing published by Ofqual under this paragraph, Condition TQ13.6 shall be replaced with '*The arrangements must, following the awarding organisation's notification of the outcome of the review of Moderation, provide for –*

- (a) *marks and (where appropriate) results to be updated promptly to take into account any change in the outcome of Moderation,*
- (b) *marks and (where appropriate) results to be updated promptly to correct the effect of any Marking Error notified to the Centre in accordance with this condition, and*
- (c) *reasonable steps to be taken to identify any other assessment, in relation to which there has been a similar error and to update marks and (where appropriate) results promptly to correct the effect of any error which is identified,*

*provided that a Learner's result shall not be updated so as to lower that result'.*

TQ13.8 Any such notice published by Ofqual may be –

- (a) issued in respect of one or more Technical Qualifications, and
- (b) varied or withdrawn by Ofqual at any time prior to the date specified in or determined under it.



**Condition TQ14 Making Marked Assessment Materials available to Learners**

- TQ14.1 In respect of each Technical Qualification which it makes available, an awarding organisation must establish, maintain and comply with arrangements to provide a Learner's Marked Assessment Material to –
- (a) the Learner, or
  - (b) any Relevant Centre (on the Learner's behalf).
- TQ14.2 The arrangements may –
- (a) provide that the awarding organisation is not required to provide a copy or a representation of evidence generated by the Learner in the assessment where this is already held by the Learner or any Relevant Centre,
  - (b) provide that the awarding organisation shall provide Marked Assessment Material only on payment of a fee,
  - (c) provide that the awarding organisation shall provide Marked Assessment Material only on request,
  - (d) provide that any such request must be made by a Relevant Centre (on the Learner's behalf),
  - (e) specify other reasonable requirements for the making of such a request, and
  - (f) specify a date by which such a request must be received.
- TQ14.3 Where no Relevant Centre exists in relation to a Learner, the arrangements must allow a Learner to request his or her Marked Assessment Material him or herself.
- TQ14.4 The arrangements must allow Learners and Relevant Centres a reasonable opportunity to consider whether to request –
- (a) an Administrative Error Review, and
  - (b) a review of marking of the Marked Assessment Material,
- taking into account any date by which the awarding organisation requires such a request to be received.

TQ14.5 Any date specified in the arrangements –

- (a) by which the awarding organisation will provide the Marked Assessment Material to the Learner (or as the case may be the Relevant Centre), or
- (b) by which a request for Marked Assessment Material must be received,

must comply with any requirements which may be published by Ofqual and revised from time to time.

TQ14.6 The arrangements must provide that a copy of the criteria against which Learners' performance is differentiated in respect of the assessment is made available to the Learner (or as the case may be the Relevant Centre) at the same time as, or prior to, the Marked Assessment Material.

### **Condition TQ15 Administrative Error Review**

- TQ15.1 In respect of each Technical Qualification which it makes available, an awarding organisation must establish, maintain and comply with arrangements for it to carry out an Administrative Error Review in respect of a Learner's Marked Assessment Material.
- TQ15.2 The arrangements may –
- (a) provide that the awarding organisation shall carry out an Administrative Error Review only on request,
  - (b) provide that any such request must be made by a Relevant Centre (on the Learner's behalf),
  - (c) provide that the awarding organisation shall only carry out an Administrative Error Review on payment of a fee,
  - (d) specify other reasonable requirements for the making of a request for an Administrative Error Review, and
  - (e) specify a date by which an Administrative Error Review must be requested.
- TQ15.3 Where no Relevant Centre exists in relation to a Learner, the arrangements must allow a Learner to request an Administrative Error Review him or herself.
- TQ15.4 Where the arrangements specify a date by which an Administrative Error Review must be requested, the date must –
- (a) be reasonable, taking into account –
    - (i) the date by which Marked Assessment Material may be provided to a Learner in accordance with the awarding organisation's arrangements, and
    - (ii) the purpose of the Technical Qualification, and
  - (b) comply with any requirements which may be published by Ofqual and revised from time to time.
- TQ15.5 The arrangements must provide that, on carrying out an Administrative Error Review –

- (a) where the awarding organisation determines that the marking recorded in the Marked Assessment Material does not contain an Administrative Error, it shall not change the mark awarded,
- (b) where the awarding organisation determines that the marking recorded in the Marked Assessment Material contains an Administrative Error, it shall correct the effect of that error,
- (c) where the outcome of the Administrative Error Review is that there should be a change in mark, the awarding organisation makes any consequent change to the Learner's result, and
- (d) the awarding organisation reports the outcome of the Administrative Error Review to the Learner (or as the case may be the Relevant Centre), specifying any change in mark, any change in result, and the nature of any Administrative Error which has been discovered.

TQ15.6 The arrangements must provide that all Administrative Error Reviews will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the Administrative Error Review being carried out.

### **Condition TQ16 Review of marking of Marked Assessment Material**

- TQ16.1 In respect of each Technical Qualification which it makes available, an awarding organisation must establish, maintain and comply with arrangements for it to carry out a review of marking of a Learner's Marked Assessment Material.
- TQ16.2 The arrangements may –
- (a) provide that the awarding organisation shall carry out a review of marking only on request,
  - (b) provide that any such request must be made by a Relevant Centre (on the Learner's behalf),
  - (c) provide that the awarding organisation shall only carry out a review of marking on payment of a fee,
  - (d) specify other reasonable requirements for the making of a request for a review of marking, and
  - (e) specify a date by which a review of marking must be requested.
- TQ16.3 Where no Relevant Centre exists in relation to a Learner, the arrangements must allow a Learner to request a review of marking him or herself.
- TQ16.4 Where the arrangements specify a date by which a review of marking must be requested, the date must –
- (a) be reasonable, taking into account –
    - (i) the date by which Marked Assessment Material may be provided to a Learner in accordance with the awarding organisation's arrangements, and
    - (ii) the purpose of the Technical Qualification, and
  - (b) comply with any requirements which may be published by Ofqual and revised from time to time.
- TQ16.5 The arrangements must provide that, on carrying out a review of marking –

- (a) the Assessor shall determine whether the marking of the assessment included any Marking Error,
- (b) where the Assessor determines that the marking of the assessment did not include any Marking Error, the Assessor shall not change the mark,
- (c) where the Assessor determines that the marking of the assessment included a Marking Error, the Assessor shall correct the effect of the Marking Error but not otherwise change the mark, and
- (d) the Assessor shall document the reasons for any determination and for any change of mark.

TQ16.6 The arrangements must provide that –

- (a) all reviews of marking will be carried out by Assessors who have appropriate competence and who have no personal interest in the outcome of the review being carried out,
- (b) an Assessor who was previously involved in the marking of a task in an assessment in respect of a Learner must not be involved in a review of marking in respect of that task,
- (c) prior to carrying out any review of marking, each Assessor shall be provided with training on how to carry out a review of marking in accordance with this condition,
- (d) prior to carrying out a review of marking, an Assessor shall be provided with a copy of the Marked Assessment Material to which the review relates and a copy of the criteria against which Learners' performance is differentiated,
- (e) the awarding organisation shall monitor whether the Assessors who are carrying out reviews of marking are –
  - (i) doing so in accordance with this condition, and
  - (ii) are making determinations which are consistent over time and consistent with determinations made by each other,
- (f) where the awarding organisation learns, through its monitoring or otherwise, that a review of marking has not been carried out in

accordance with this condition, or has been carried out inconsistently, it shall take all reasonable steps to –

- (i) correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure, and
  - (ii) ensure that the failure does not recur,
- (g) where the outcome of a review of marking is that there should be a change in mark, the awarding organisation makes any consequent change to the Learner's result, and
- (h) the awarding organisation reports to the Learner (or as the case may be the Relevant Centre) both the outcome of the review of marking, specifying any change in mark and any change in result, and, either together with that outcome or later, the reasons documented by the Assessor carrying out the review.

## **Condition TQ17 Appeals process for Technical Qualifications**

- TQ17.1 In respect of each Technical Qualification which it makes available an awarding organisation must establish, maintain and comply with an appeals process which must provide for the appeal of –
- (a) the outcome of any Moderation of a Centre's marking of an assessment, following a review of Moderation in respect of that marking,
  - (b) the result for any assessment in respect of a Learner, following a review of marking of Marked Assessment Material in respect of that assessment,
  - (c) decisions regarding Reasonable Adjustments and Special Consideration, and
  - (d) decisions relating to any action to be taken against a Learner or a Centre following an investigation into malpractice or maladministration.
- TQ17.2 The appeals process may –
- (a) provide that the awarding organisation shall only conduct an appeal on payment of a fee,
  - (b) specify other reasonable requirements for the making of a request for an appeal, and
  - (c) specify a time period during which an appeal must be requested.
- TQ17.3 Where the arrangements specify a time period during which an appeal must be requested, the time period must –
- (a) be reasonable, and
  - (b) comply with any requirements which may be published by Ofqual and revised from time to time.
- TQ17.4 The appeals process must provide for –
- (a) all appeal decisions to be taken by persons who have appropriate competence and who have no personal interest in the decision being appealed,



- (b) all appeal decisions to be taken by persons who were not previously involved in any marking, Moderation, review of marking of Marked Assessment Material or review of Moderation regarding an assessment in respect of a Learner to which the appeal relates,
- (c) the final decision in respect of the outcome of an appeal to involve at least one decision maker who is not an employee of the awarding organisation, an Assessor working for it, or otherwise connected to it, and
- (d) the awarding organisation to report the outcome of an appeal to the Learner (or as the case may be the Relevant Centre), detailing the reasons for that outcome.

TQ17.5 The appeals process must not allow a specified level of attainment which has been set for the Technical Qualification to be changed.

TQ17.6 For the purposes of Condition TQ17.1(a), the appeals process which an awarding organisation has in place must provide for the effective appeal of outcomes of Moderation on the basis –

- (a) that the Moderation (or as the case may be the review of Moderation) included a Moderation Error, and
- (b) that the awarding organisation did not apply procedures consistently or that procedures were not followed properly and fairly, provided that for these purposes any exercise of academic judgment in relation to the outcome of Moderation shall not constitute the application or following of a procedure.

TQ17.7 For the purposes of Condition TQ17.1(a), the appeals process which an awarding organisation has in place must provide for any request for an appeal of the outcome of Moderation of a Centre's marking of an assessment to be made by the Centre.

TQ17.8 For the purposes of Condition TQ17.1(b), the appeals process which an awarding organisation has in place must provide for the effective appeal of results on the basis –

- (a) that the marking of the assessment (or as the case may be the review of marking of Marked Assessment Material) included a Marking Error, and

- (b) that the awarding organisation did not apply procedures consistently or that procedures were not followed properly and fairly, provided that for these purposes –
  - (i) any procedures in respect of the setting of specified levels of attainment for the Technical Qualification shall be excluded, and
  - (ii) any exercise of academic judgment in relation to the awarding of marks shall not constitute the application or following of a procedure.

TQ17.9 For the purposes of Conditions TQ17.1(b) to TQ17.1(d), the appeals process which an awarding organisation has in place –

- (a) may provide that where an assessment has been delivered by a Relevant Centre, any request for an appeal in respect of a Learner relating to the assessment must be made by the Relevant Centre (on the Learner's behalf), and
- (b) must provide that where no Relevant Centre exists in relation to a Learner, the Learner may request an appeal him or herself.

**Condition TQ18 Relevant Centre decisions relating to Review and Appeal Arrangements**

- TQ18.1 In respect of each Technical Qualification which it makes available, where an awarding organisation's arrangements provide that a request under conditions TQ14 – TQ17 must be made by a Relevant Centre on a Learner's behalf, the awarding organisation must take all reasonable steps to ensure that the Relevant Centre has in place effective arrangements for the Learner to –
- (a) apply to the Relevant Centre for it to make such a request, and
  - (b) appeal a Relevant Centre's decision that such a request should not be made, and for the Relevant Centre to determine that appeal.
- TQ18.2 For the purposes of this condition, an awarding organisation must take all reasonable steps to ensure that –
- (a) the Relevant Centre makes Learners aware of the arrangements it has in place prior to the issue of results in respect of the assessment, and
  - (b) the Relevant Centre provides Learners with a statement of the arrangements promptly when requested.

**Condition TQ19 Target performance in relation to Review and Appeal Arrangements**

- TQ19.1 In respect of each Technical Qualification which it makes available, where an awarding organisation's arrangements provide for it to provide a Learner's Marked Assessment Material on request, it must set a target for the time period following such a request within which it will make that material available to the Learner (or as the case may be the Relevant Centre).
- TQ19.2 In respect of each Technical Qualification which it makes available, an awarding organisation must set targets for each of the following time periods –
- (a) the period following a request for a review of Moderation within which the awarding organisation will have reported the outcome of the review of Moderation to the Centre,
  - (b) the period following a request for such a review of Moderation within which the awarding organisation will have reported both the outcome of the review of Moderation and the reasons in respect of the review to the Centre,
  - (c) the period following a request for an Administrative Error Review within which the awarding organisation will have reported the outcome of the Administrative Error Review to the Learner (or as the case may be the Relevant Centre),
  - (d) the period following a request for a review of marking of Marked Assessment Material within which the awarding organisation will have reported the outcome of the review of marking to the Learner (or as the case may be the Relevant Centre),
  - (e) the period following a request for such a review of marking within which the awarding organisation will have reported both the outcome of the review of marking and the reasons in respect of the review to the Learner (or as the case may be the Relevant Centre),
  - (f) the period following a request for an appeal within which the awarding organisation will have reported the outcome of the appeal to the Learner (or as the case may be the Relevant Centre), and

- (g) the period following receipt of all evidence in respect of an appeal within which the awarding organisation will have reported the outcome of the appeal to the Learner (or as the case may be the Relevant Centre).

TQ19.3 Any target time period which an awarding organisation has set in respect of a Technical Qualification must comply with any requirements which may be published by Ofqual and revised from time to time.

TQ19.4 An awarding organisation must take all reasonable steps to meet the target time periods which it has set in respect of a Technical Qualification.

### **Reporting**

TQ19.5 In respect of each Technical Qualification which it makes available, an awarding organisation must provide a report to Ofqual in respect of each year detailing the number of times that it has –

- (a) complied with the target time periods which it has set, and
- (b) failed to comply with those target time periods.

TQ19.6 An awarding organisation must ensure that the report prepared in accordance with Condition TQ19.5 –

- (a) complies with any requirements in relation to the content or the presentation of the report which may be published by Ofqual and revised from time to time,
- (b) is provided to Ofqual by any date which has been specified by Ofqual in advance, and
- (c) is published, where required by Ofqual, by any date which has been specified by Ofqual in advance.

**Condition TQ20 Review and Appeal Arrangements and certificates**

TQ20.1 In respect of each Technical Qualification which it makes available, where a Learner has been assessed outside England and his or her result has been changed under the awarding organisation's Review and Appeal Arrangements, the awarding organisation must take all reasonable steps, including having procedures in place, to –

- (a) revoke any certificate that it has issued to that Learner, and
- (b) issue a replacement certificate with a result which accurately reflects the amended mark.

Not yet in force

**Condition TQ21    Discovery of failure in assessment processes**

TQ21.1        Where the application of the awarding organisation's Review and Appeal Arrangements leads an awarding organisation to discover a failure in its assessment process, it must take all reasonable steps to –

- (a)    identify all Learners who have been affected by the failure,
- (b)    correct or where, it cannot be corrected, mitigate as far as possible the effect of the failure, and
- (c)    ensure that the failure does not recur.

Not yet in force

## **Condition TQ22 Publication of Review and Appeal Arrangements**

- TQ22.1 In respect of each Technical Qualification which it makes available, or proposes to make available, an awarding organisation must publish a statement of its Review and Appeal Arrangements (in one or more documents), including details of –
- (a) how any request for Marked Assessment Materials and each type of review and appeal must be made,
  - (b) any date by which each type of request must be made,
  - (c) any fee which is payable in respect of each type of request, the circumstances in which any such fee will be charged, and the circumstances in which any such fee may be refunded,
  - (d) the target time period set in relation to each type of request under Condition TQ19.
- TQ22.2 The information which an awarding organisation publishes in line with Condition TQ22.1 must enable Learners and Centres to have –
- (a) a reasonable understanding of those arrangements, and
  - (b) a reasonable understanding of how those arrangements relate to each other.
- TQ22.3 An awarding organisation must take all reasonable steps to ensure that information which it publishes in line with Condition TQ22.1 is published sufficiently far in advance of the time at which the qualification to which they relate will be made available to Learners to satisfy the reasonable planning requirements of potential purchasers.



### **Condition TQ23 Interpretation and Definitions**

- TQ23.1 The rules of interpretation and definitions outlined in General Condition J1 shall apply to the Qualification Level Conditions for Technical Qualifications.
- TQ23.2 Except in the circumstances described in Condition TQ23.3, the requirements imposed by the Qualification Level Conditions for Technical Qualifications apply in addition to the requirements imposed by the General Conditions of Recognition.
- TQ23.3 To the extent that there is any inconsistency between a requirement of such a Qualification Level Condition and a requirement of a General Condition of Recognition, such that an awarding organisation could not comply with both such requirements, the awarding organisation must comply with the requirement of the Qualification Level Condition and is not obliged to comply with the requirement of the General Condition of Recognition.
- TQ23.4 In these Conditions, the following words shall have the meaning given to them below (and cognate expressions should be construed accordingly)  
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#### **Administrative Error**

An error in the marking of an assessment which is either –

- (a) a failure to mark a task forming part of the assessment, or
- (b) a failure to correctly calculate the total mark for the assessment from the marks which were awarded by the Assessor for the tasks forming part of the assessment.

#### **Administrative Error Review**

A review to determine whether the marking recorded in Marked Assessment Material contains an Administrative Error

#### **Institute for Apprenticeships**

The body corporate established by section ZA1(1) of the Act (or any successor body).

### **Marked Assessment Material**

In relation to an assessment for a Technical Qualification taken by a Learner, other than an assessment where evidence generated by a Learner is marked by a Centre, material comprising –

- (a) a copy of any evidence generated by the Learner in the assessment which is held by the awarding organisation or, where evidence generated by the Learner in the assessment is not held or cannot readily be copied, a representation of the evidence in another form,
- (b) a copy of the record of the awarding of marks made by the Assessor when the evidence generated by the Learner was marked, and
- (c) a copy of any comments which the Assessor recorded during the marking of the evidence generated by the Learner.

### **Marking Error**

The awarding of a mark which could not reasonably have been awarded given the evidence generated by the Learner, the criteria against which Learners' performance is differentiated and any procedures of the awarding organisation in relation to marking, including in particular where the awarding of a mark is based on –

- (a) an Administrative Error,
- (b) a failure to apply such criteria and procedures to the evidence generated by the Learner where that failure did not involve the exercise of academic judgment, or
- (c) an unreasonable exercise of academic judgment.

### **Moderation Error**

A Moderation outcome which could not reasonably have been arrived at given the evidence generated by Learners which was considered for the purpose of Moderation, the Centre's marking of that evidence, the criteria against which Learners' performance is differentiated and any procedure of the awarding organisation in relation to Moderation, including in particular where the outcome of Moderation is based on –

- (a) an Administrative Error,
- (b) a failure to apply such criteria and procedures to the evidence generated by Learners, where that failure did not involve the exercise of academic judgment, or

- (c) an unreasonable exercise of academic judgment.

### **Outline Content**

The outline content developed for a Technical Qualification published by the Institute for Apprenticeships or the Department for Education and revised from time to time.

### **Relevant Centre**

In relation to a Learner, a Centre which –

- (a) has purchased the Technical Qualification (on behalf of the Learner)
- (b) materially contributed to the preparation of the Learner for the assessment (whether through teaching or instruction provided by Teachers employed by it or otherwise), and
- (c) has delivered the assessment to the Learner.

### **Review and Appeal Arrangements**

In relation to a Technical Qualification, the arrangements which an awarding organisation is required to establish, maintain and comply with in accordance with –

- (a) Condition TQ13 (Review of Moderation),
- (b) Condition TQ14 (Making Marked Assessment Materials available to Learners),
- (c) Condition TQ15 (Administrative Error Review),
- (d) Condition TQ16 (Review of marking of Marked Assessment Material), and
- (e) Condition TQ17 (Appeals process for Technical Qualifications).

### **Technical Qualification**

A qualification approved by the Institute for Apprenticeships under section A2DA of the Act.

# Requirements for Technical Qualifications

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Not yet in force

## Assessment requirements

Condition TQ6.1 allows us to specify requirements and guidance in relation to the assessment of Technical Qualifications.

We set out our requirements for the purposes of Condition TQ6.1 below.

### Assessment structure

An awarding organisation must ensure that the assessments for each Technical Qualification are comprised of –

- (a) assessment of the core knowledge, understanding and skills which underpin all of the occupations covered by the T Level of which the Technical Qualification forms part (together 'the Core Assessments'), and
- (b) assessment of the specific knowledge, skills and behaviours relevant to one or more of the occupations covered by the relevant T Level ('the Occupational Specialisms').

With respect to Condition G1.3, an awarding organisation must ensure that the criteria against which Learners' performance will be differentiated in each assessment for each Technical Qualification require the allocation of numerical marks based on the level of attainment each Learner has demonstrated.

Under Condition E4.2(f) and (g), in designing the assessments for each Technical Qualification, an awarding organisation must ensure that those assessments are capable of accurately differentiating between Learners on the basis of attainment using the full range of available grades.

### *The Core Examination*

An awarding organisation must ensure that core knowledge and understanding is assessed primarily through one or more Assessments by Examination<sup>3</sup> set by the awarding organisation ('the Core Examination').

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<sup>3</sup> For the purposes of these requirements, an Assessment by Examination is an assessment which is –

(a) set by an awarding organisation,

(b) designed to be taken simultaneously by all relevant Learners at a time determined by the awarding organisation, and

### *The Core Project*

An awarding organisation must ensure that core skills are assessed through a project completed in line with a brief set by the awarding organisation working with any relevant employer(s) ('the Core Project').

An awarding organisation must ensure that each brief for the Core Project is set in line with the following requirements in the Department for Education's document entitled 'Implementation of T Level programmes: Government consultation response technical annex'<sup>4</sup> –

Awarding organisations must work with a relevant employer, that is, one who employs staff working in occupations relevant to the T Level. The brief must:

- ensure a motivating starting point for students' projects, for example, a real-world problem to solve
- ensure students can generate evidence that covers the assessment objectives
- be manageable for providers to deliver
- be officially approved by the awarding organisation and employer

...

Awarding organisations will need to:

- avoid briefs becoming predictable and ensure outcomes expected of students continue to keep pace with the needs of industry
- offer students more than one employer-set project brief to choose from. This is important because depending on the breadth of the Technical Qualification, it may be necessary to accommodate differences in students' occupationally specialist interests within the T Level.

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(c) taken under conditions specified by the awarding organisation (including conditions relating to the supervision of Learners during the assessment and the duration of the assessment).

In addition to assessing core skills, the Core Project may also require Learners to demonstrate core knowledge and understanding as relevant.

### *The Occupational Specialisms*

In its specification for a Technical Qualification, an awarding organisation must set out the combinations of Occupational Specialisms that may and may not be taken together as part of the same qualification. Those combinations must be in line with any requirements specified by the Institute for Apprenticeships.

An awarding organisation must ensure that –

- (a) each assessment for an Occupational Specialism is set by the awarding organisation in line with the Outline Content,
- (b) each Occupational Specialism is assessed separately, and
- (c) as far as possible, the performance outcomes for an Occupational Specialism set out in the relevant Outline Content are assessed together in a way that allows Learners to draw together knowledge, skills and behaviours.

### **Number of assessments**

In respect of each Technical Qualification that it makes available, an awarding organisation must –

- (a) use the smallest possible number of assessments to meet the requirements outlined above, while ensuring that the assessments are manageable, and
- (b) explain its approach to the number of assessments used in its assessment strategy.

### **Controls around assessments**

An awarding organisation must ensure that each assessment which is not an Assessment by Examination is designed and set to –

- (a) require each Learner to produce such evidence as is required to enable the awarding organisation to assess the extent to which the Learner has met all of the criteria against which Learners' performance in the assessment will be differentiated, and

- (b) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated.

An awarding organisation must explain in its assessment strategy its approach to controls for –

- (a) the Core Examination, and
- (b) the Core Project and Occupational Specialism assessments.

### **Timing of assessments**

In respect of a Technical Qualification which it makes available, an awarding organisation must provide at least one, but not more than two, assessment series in each academic year in respect of each of –

- (a) the Core Assessments, and
- (b) the assessments for the Occupational Specialisms.

The Core Assessments and the assessments for the Occupational Specialisms may be, but are not required to be, held in the same assessment series.

This means that an awarding organisation could choose, for example, to provide a single assessment series each year encompassing both the Core Assessments and the assessments for the Occupational Specialisms. Alternatively, it could choose to have two assessment series each year for each of the Core Assessments and the assessments for the Occupational Specialisms (so a total of four series).

An awarding organisation must ensure that –

- (a) each Learner takes all of the Core Assessments in a single assessment series,
- (b) each Learner takes all of the assessments for each individual Occupational Specialism in a single assessment series, and
- (c) a Learner may take the Core Assessments and the assessments for an Occupational Specialism in different assessment series (including assessment series in different academic years).

An awarding organisation must set out its approach to the scheduling of assessments in its assessment strategy.



## **Retakes**

A Learner may take the assessments for the qualification again in any assessment series.

An awarding organisation must ensure that a Learner may retake –

- (a) the Core Examination,
- (b) the Core Project,
- (c) the assessments for an Occupational Specialism, or
- (d) any combination of these.

For clarity, where a Learner retakes the Core Examination he or she should not be required to retake the Core Project, and vice versa.

An awarding organisation must ensure that a Learner retakes all of the assessments for the Core Examination, the Core Project or an Occupational Specialism, as relevant.

An awarding organisation must also ensure that a Learner retakes all of the assessments for each in a single assessment series. So, for example, if the awarding organisation uses two assessments for the Core Examination, a Learner must retake both of those assessments in a single assessment series.

However, where a Learner retakes both the Core Examination and the Core Project, he or she does not need to retake both sets of assessments in the same assessment series.

An awarding organisation must set out its approach to retakes in its assessment strategy.

## **Marking of assessments**

Evidence generated by a Learner in the Core Examination must be marked by the awarding organisation or a person connected to the awarding organisation.

Evidence generated by a Learner in the Core Project and assessments for the Occupational Specialisms must be marked by the awarding organisation or a person connected to the awarding organisation, save to the extent that marking by a Centre is necessary to ensure the validity and/or manageability of the relevant assessment.

An awarding organisation must justify any marking by a Centre in its assessment strategy, and set out its approach to the Moderation of such marking. It must also demonstrate to Ofqual's satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking assessments, and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Not yet in force

## Standard setting requirements

Condition TQ8.1 allows us to specify requirements and guidance in relation to the specified levels of attainment that must be used for Technical Qualifications.

Condition TQ8.2(b) allows us to specify requirements and guidance in relation to how those specified levels of attainment are set.

We set out our requirements for the purposes of Conditions TQ8.1 and TQ8.2(b) below.

### Specified level of attainment in Technical Qualifications

In relation to each Technical Qualification, an awarding organisation must ensure that the specified levels of attainment take the form of –

- (a) for the Core Assessments, a six-point scale from A\* to E, where A\* represents the highest level of attainment, and
- (b) for the assessment of each Occupational Specialism, a three point scale made up of Distinction, Merit and Pass, where Distinction represents the highest level of attainment.

A Learner who does not meet the criteria to be awarded a specified level of attainment on the relevant scale must be issued with a result of 'unclassified'.

A Learner must be issued a specified level of attainment for the Core Assessments based on an aggregated mark for the Core Examination and the Core Project.

A Learner must be issued a separate specified level of attainment for each Occupational Specialism that he or she completes as part of the Technical Qualification.

### Setting the specified level of attainment for Core Assessments

In setting the specified levels of attainment for the Core Assessments an awarding organisation must ensure that these are set for the Core Assessments as a whole.

#### *Key grade boundaries*

The key grade boundaries for the specified levels of attainment for the Core Assessments are –

- (a) A/B, and

(b) E/U.

In setting the key grade boundaries for the Core Assessments an awarding organisation must –

- (a) in the first year in which a Technical Qualification is awarded, comply with any specific requirements, and have regard to any guidance, that Ofqual may set<sup>5</sup>, and
- (b) in compliance with Condition H3.1, in the second and subsequent years of awarding, set each key grade boundary so as to ensure consistency with the standard set for the same grade boundary in the first year in which the qualification is awarded.

An awarding organisation must publish grade descriptors for the two key grade boundaries, which in each case must reflect expectations for the Core Examination and Core Project.

#### *Remaining grade boundaries*

An awarding organisation must provisionally set the A\*/A, B/C, C/D and D/E grade boundaries arithmetically as follows –

- (a) The grade B/C, C/D and D/E boundary marks are calculated by dividing the mark interval between the A/B and E/U boundaries by four. Where there is a remainder of one or more marks, one mark is added in turn to each of these grade intervals, working from the highest to the lowest.
- (b) The grade A\*/A boundary mark is provisionally set the same number of marks above the A/B boundary mark as the B/C boundary mark is below the A/B boundary mark, or halfway between the A/B boundary mark and the maximum mark, whichever is lower.
- (c) Where a review of statistical and technical evidence leads the awarding organisation to judge that the A\*/A boundary mark should be set at a different mark, consideration must be given to moving that boundary mark, and the reasons for any such move must be recorded.

### **Setting the specified level of attainment for Occupational Specialisms**

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<sup>5</sup> For clarity, this is without prejudice to the obligation under Condition TQ8.2 for an awarding organisation to comply with any additional requirements set by Ofqual in relation to subsequent years.

In setting the specified levels of attainment for the assessments for an Occupational Specialism an awarding organisation must ensure that these are set for the assessments for each Occupational Specialism as a whole.

#### *Key grade boundaries*

The key grade boundaries for the specified levels of attainment for an Occupational Specialism are –

- (a) Distinction/Merit, and
- (b) Pass/Unclassified.

In setting the key grade boundaries an awarding organisation must –

- (a) in the first year in which a Technical Qualification is awarded, comply with any specific requirements that Ofqual may set<sup>6</sup>, and
- (b) in compliance with Condition H3.1, in the second and subsequent years of awarding, set each key grade boundary so as to ensure consistency with the standard set for the same grade boundary in the first year in which the qualification is awarded.

An awarding organisation must publish grade descriptors for the two key grade boundaries which in each case must reflect the relevant performance outcomes.

#### *Remaining grade boundaries*

An awarding organisation must determine the Merit/Pass grade boundary arithmetically as follows –

- (a) The Merit/Pass boundary mark is calculated by dividing the mark interval between the Distinction/Merit and Pass/Unclassified boundary by two.
- (b) Where there is a remainder of one, the extra mark is added to the Distinction to Merit grade interval.

#### *Exemplification materials*

In relation to the assessments for an Occupational Specialism, an awarding organisation must publish for Pass and Distinction –

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<sup>6</sup> For clarity, this is without prejudice to the obligation under Condition TQ8.1 for an awarding organisation to comply with any additional requirements set by Ofqual in relation to subsequent years.

- (a) indicative exemplification materials before making the Technical Qualification available,
- (b) actual exemplification materials once relevant evidence generated by Learners is available.

Those exemplification materials must comprise, as relevant, examples of actual or indicative evidence generated by Learners in assessments for the Occupational Specialism (anonymised as necessary) which –

- (a) reflect the minimum requirements for those specified levels of attainment,
- (b) are used to train Assessors, and
- (c) are produced in consultation with any relevant employers.

An awarding organisation must keep those exemplification materials under review, including in consultation with any relevant employers, and revise them where necessary to ensure that they provide an accurate reflection of the level of attainment that Learners must demonstrate to obtain each of those levels of attainment.

## **Assessment strategy requirements**

Condition TQ3.1(a) requires an awarding organisation to establish and maintain an assessment strategy for each Technical Qualification which it makes available or proposes to make available. Condition TQ3.2 requires an awarding organisation to ensure that the assessment strategy for a Technical Qualification sets out how the awarding organisation intends to secure, on an ongoing basis, compliance with its Conditions of Recognition in respect of the assessments for that qualification.

Condition TQ3.1(b) requires an awarding organisation to have regard to any requirements in relation to assessment strategies published by Ofqual. We set out our requirements for the purposes of Condition TQ3.1(b) below.

### **General requirements**

An assessment strategy for a Technical Qualification must provide a comprehensive picture of the steps and approach an awarding organisation will take to secure compliance with its Conditions of Recognition in relation to the design, delivery and marking of assessments for, and the award of, that qualification.

An assessment strategy must present a logical and coherent narrative that includes clear and concise evidence demonstrating how an awarding organisation will seek to ensure that the qualification, and the assessments for it, are fit for purpose. In particular, it must include information and evidence to show how the awarding organisation promotes and acts on feedback between the different stages of the qualification development cycle so as to continuously improve the assessments for that qualification.

### **Detailed requirements**

We set out below our detailed requirements on the specific information and evidence an awarding organisation must include in its assessment strategy. The amount of information and evidence that can be included may vary across the areas identified, depending on the relevant point in the qualification development cycle to which a particular item pertains and the extent to which Ofqual has determined the regulatory approach in relation to a particular issue.

These detailed requirements are intended to indicate the minimum items that an assessment strategy must include. They are not intended to provide a template specifying the form that it must take, since the optimal structure and content of an assessment strategy will depend on the approach that is being proposed by the awarding organisation.

## SECTION 1: ASSESSMENT DESIGN & APPROACH

### Assessment times

- Individual assessment time for each assessment, and a rationale for these times, for example in terms of covering the required subject content effectively, and balancing reliability and manageability.
- Combined assessment time for the different assessments, and a rationale for this.

### Number of marks

- Number of marks for each individual assessment, and a rationale for those numbers of marks, for example in terms of covering the required subject content effectively, and balancing reliability and manageability.

### Assessment structure

- Details of how assessments will be structured and a rationale for the approach, for example in terms of covering the required subject content effectively, and balancing reliability and manageability, including:
  - number of tasks and assessments for the Core Examination
  - number of tasks and assessments for the Core Project
  - relative weightings of the Core Assessments
  - number of tasks and assessments for each Occupational Specialism
  - approach to differentiating for the available grade range in each case

### Coverage of subject content

- Approach to coverage of the subject content, including:
  - how the Outline Content has been covered overall and in each assessment



- how the Outline Content has been expanded where necessary
- mapping of specification content coverage in specimen assessment materials
- approach to coverage of specification content over time
- how Learners' interests will be protected if there are changes to content
- rationale for any inclusion of content in an assessment that is not in line with the Outline Content.

### **Assessment objectives and performance outcomes**

- Assessment objectives and weightings for the Core Examination and the Core Project, with a rationale for these.
- Approach to targeting assessment objectives in Core Assessments.
- Approach to targeting performance outcomes in assessments for each Occupational Specialism.

### **Task types and mark schemes**

- For each assessment:
  - an explanation of the range of task types to be used (e.g. multiple-choice, short answer, extended response, practical observation) and how these will support valid assessment of the subject content
  - approach to mark scheme design, including for different task types, and an explanation of how resulting mark schemes will support reliable application by Assessors
  - a sample of example tasks and associated mark schemes, representing the range to be used in assessments, with commentaries explaining the approaches.

### **Availability of assessments**

- Approach to availability of assessments, including:
  - its scheduling of the assessment series in each academic year, for each of the Core Examination, the Core Project and each Occupational Specialism
  - its explanation as to how its approach is appropriate, including consideration of:
    - the amount and weight of material to be covered
    - the extent to which different aspects would be covered sequentially or concurrently
    - how coherence with the overall programme will be promoted
    - the need to ensure that enough time is available for sufficient learning to have taken place, and
    - how the approach will support standing setting
  - its rationale around when the first assessment series will be held in the first year that the qualification is made available, taking into account the need to ensure that standards are set appropriately in that first series so that they are then appropriate to be carried forward to future assessment series
  - its arrangements for Learners to retake, in full, any or all of the Core Examination, Core Project and assessments for each Occupational Specialism
  - the type of assessment (e.g. online and/or paper-based) for Core Assessments and assessments for each Occupational Specialism.
- In light of the approach to assessment availability, any specific risks that have been identified, how these will be mitigated, and how particular challenges will be addressed, including:
  - ensuring comparability of assessments

- minimising predictability of assessments
- ensuring security of assessments.

### **Approach to marking**

- The steps taken to identify the risk of any Adverse Effect which may result from the awarding organisation's approach to marking assessments (and to Moderation where appropriate).
- Where such a risk has been identified, the steps taken to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

## **SECTION 2: ASSESSMENT DEVELOPMENT & DELIVERY**

### **Developing assessment materials**

- Process for developing assessment materials, including different stages and personnel involved, how evidence regarding functioning of previous assessments is used, and any differences by assessment type.

### **Exemplification materials**

- An explanation of how indicative exemplification materials will be produced, with input from employers.
- An explanation of how actual exemplification materials will be produced, and kept under review, with input from employers.

### **Assessment setting arrangements**

- Approach to training individuals who will be responsible for setting assessments and/or items, including ensuring security and mitigating any conflicts of interest.

#### **Controls on taking assessments**

- Approach to controls on taking assessments, including controls for the Core Project and Occupational Specialism assessments.

#### **Assessor standardisation**

- Approach to training and standardising Assessors, including details of standardisation procedures and any wider training.

#### **Marking process**

- Explanation of how marking processes will operate, including any variation between assessments for the Core Examination, Core Project and the Occupational Specialisms.

#### **Monitoring marking**

- Processes in place to monitor accuracy and consistency of marking and issuing of results, and to take remedial action where necessary.

#### **Malpractice & security arrangements**

- How malpractice will be addressed and security of assessments will be ensured, including any differences between assessments.

### **SECTION 3: CENTRES**

### **Centre assessment**

- Approach to where Centre-marking will be permitted.
- An explanation of the rationale for this, for example, in terms of validity and manageability of assessment.
- An explanation of how any risks will be managed, for example in relation to authenticity of Learners' work and accuracy of Centres' marking.

### **Guidance and training to Centres**

- Approach to the provision of guidance and training to Centres around delivery of assessments for the Core Project and Occupational Specialisms.
- Approach to the provision of guidance and training to Centres around Centre-marked assessments, where relevant.

### **Centre monitoring arrangements**

- Approach to monitoring Centres in relation to the delivery of assessments for the Core Project and Occupational Specialisms, including how this will ensure assessments remain fit for purpose on delivery.

### **Moderation of Centre-marked assessments**

- Approach to Moderation of Centre-marking, where relevant, including rationale for sample sizes, tolerances, and when a Centre's rank order will be questioned.

## **SECTION 4: STANDARD SETTING & MAINTENANCE**

### **Standard setting process**

- An explanation of the technical methodology employed in the standard setting process, including the personnel involved and their roles.

- An explanation of how the decisions from the standard setting process are approved within the awarding organisation and the personnel involved in this.
- Details around the aggregation of marks between the Core Examination and Core Project assessments and the use of any conversion scales.

**Approach to ensuring decisions in relation to standard setting are based on an appropriate range of qualitative and quantitative evidence**

- Details of the range of qualitative and quantitative evidence used to inform decisions and the weight given to different evidence.
- A rationale for this approach, in light of the assessment design and cohort make-up.
- How this approach will be kept under review and may be adjusted, including any variation between initial standard setting and maintenance of standards.

**Approach to ensuring decisions in relation to standard setting promote comparability, including over time, and are kept under review**

- Details of how comparability between different options and different types of assessment (e.g. online vs paper-based) is addressed, both where these are available at the same time and on an ongoing basis.
- Details of how evidence generated in line with any requirements set by Ofqual under Condition TQ8.2(a) in relation to inter-awarding organisation comparability will be used to inform decisions on standard setting.